



Kansans **CAN**

**Transition to the Updated
Dynamic Learning Maps
Alternate Assessment for
2019-2020**

DISTRICT AND BUILDING ASSESSMENT
COORDINATORS

This information is being shared from DLM.

Kansas leads the world in the success of each student.

Purpose of Presentation

- To define a few general features of and the original intent of the DLM alternate assessment
- To review the currently used DLM alternate assessment
- To provide an overview of the transition to the updated DLM alternate assessment
- To compare the current and the updated DLM alternate assessment

General Features of the DLM Alternate Assessment

- Essential Elements
- Blueprint
- First Contact Survey
- Linkage Levels
- Testlets
- Instructionally Embedded Assessments

Essential Elements

- Are learning standards for students with the most significant cognitive disabilities
- Are linked to each state's grade-level expectations for English language arts and mathematics
- Are organized into claims and conceptual areas

DLM Blueprint

- Is a list of Essential Elements in each claim and conceptual area that is available for instruction and assessment along with constraints for selection
 - Example: The first ELA conceptual area is C1.1, “Determine critical elements of text.”
 - The blueprint says to choose at least three Essential Elements in C1.1, including at least one Reading Literature (RL) and one Reading Information (RI)
 - Kansas will be using an updated blueprint/record sheet that communicates more clearly what the requirements are.

Updated Kansas DLM ELA Blueprint/Record Sheet Example

Grade 3: Available Essential Elements and minimum expectation for each student’s assessment

| Conceptual Area | EE | DESCRIPTION | Fall Window | | Spring Window | |
|---|-----------|--|-------------------------------|---------------|-------------------------------|---------------|
| | | | Date Chosen And Linkage Level | Date Assessed | Date Chosen And Linkage Level | Date Assessed |
| ELA.C1.1 Determine critical elements of text | | | | | | |
| Choose 2 | EE.RL.3.1 | Answer who and what questions to demonstrate understanding of details in a text. | | | | |
| | EE.RL.3.2 | Associate details with events in stories from diverse cultures. | | | | |
| | EE.RL.3.3 | Identify the feelings of characters in a story. | | | | |
| | EE.RL.3.5 | Determine the beginning, middle, and end of a familiar story with a logical order. | | | | |
| Choose 1 | EE.RI.3.1 | Answer who and what questions to demonstrate understanding of details in a text. | | | | |
| | EE.RI.3.2 | Identify details in a text. | | | | |
| | EE.RI.3.3 | Order two events from a text as "first" and "next". | | | | |
| | EE.RI.3.5 | With guidance and support, use text features including headings and key words to locate information in a text. | | | | |

DLM Blueprint

- Contains more Essential Elements than are required in each grade and subject
- Gives the teacher freedom to choose the Essential Elements that best align to each student's academic goals.
 - Example: Grade 3 has 17 Essential Elements available in English language arts. The teacher is required to choose 7 for instruction and assessment but can choose more if desired.

First Contact Survey

- Is used to collect background information about each student who takes the DLM alternate assessment
- Goes beyond basic demographic information and includes questions on communication, assistive technology devices, motor and sensory impairments, and academic performance
- Determines a student's complexity band in each subject based on a subset of questions in the survey

Linkage Level

- The level of complexity for testing a student
 - Each ELA and mathematics Essential Element is available at five levels of complexity.
 - Three precursor levels precede the grade-level target, and a successor level goes beyond the grade-level target.
 - The range of levels provides all students with access to rigorous grade-level academic content.

Testlets

- Are short instructionally relevant assessments
- Begin with an engagement activity, followed by three to nine items
- Assess only one Essential Element per testlet with one exception
 - A single writing testlet measures all writing Essential Elements for that grade
- Assess the student at one linkage level per testlet
- Take about 5 minutes to complete
- Meet blueprint coverage requirement for each grade and subject with a varying number of testlets

An Instructionally Embedded Assessment

- Integrates instruction with assessment seamlessly
- Is based on the student's academic goals
- Is an individual assessment - not a group assessment where the class takes the same test at the same time
- Is taken any time during the window when a student is prepared, based on the teacher-provided instruction
- Is not to be administered in a bunch at the end of a window, e.g., all assessments are taken in a short time

Based on Student's Academic Needs

- Teachers choose the Essential Elements for instruction based on blueprint requirements.
- Teachers determine the linkage level for the student.
 - The system recommends a linkage level based on First Contact survey but the teacher can accept it or override the recommendation.
- Teachers assess shortly after instruction has been provided on each Essential Element, not waiting until the end of a window.

CURRENT DLM ALTERNATE ASSESSMENT

Basics of the Current DLM Alternate Assessment

- Two unique testing windows, each with unique requirements
 - One Required Instructionally Embedded Assessment Window
 - One Required Spring Assessment Window
- All assessment responses from both windows contribute to summative scoring.

Basics of the Current DLM Alternate Assessment

- The Required Instructionally Embedded Assessment Window
 - During fall and winter months (mid-September until end of February)
 - Teacher creates instructional plans, selecting Essential Elements and linkage levels, provides instruction, and schedules assessments.
 - Teachers to cover the full blueprint for ELA and mathematics

Basics of the Current DLM Alternate Assessment

- The Required Spring Assessment Window
 - During spring months (mid-March until the end of April)
 - System selects the Essential Elements and linkage level - no teacher choice, except for scheduling when testlets are delivered.
 - Testlet linkage level adaptive between testlets based on student responses
 - Five required testlets each in English language arts and mathematics
 - Spring assignment first prioritizes meeting remaining blueprint coverage requirements then reassesses Essential Elements taken during the Instructionally Embedded Assessment Window.

Reasons for Current Spring Window

- Originally intended to support teachers in making the transition to two instructionally embedded assessment windows instead of one
- Spring assignment helped students meet remaining blueprint requirements not met during the instructionally embedded assessment window
- Helped ensure that summative results reflected student achievement after a full year of instruction
- Implemented from fall 2014 through spring 2019

Outcomes of Current Spring Assessment Window

- In teacher surveys and when meeting with teachers for various events, teachers indicated frustration about system selection of an Essential Element to test if the blueprint had not met during the instructionally embedded assessment window.
- The system may have selected an Essential Element to meet blueprint coverage over which the student had not previously been instructed or tested.

Outcomes of Current Spring Assessment Window

- System used adaptive routing between testlets rather than teacher selection of the linkage level.
 - The approach removed teacher flexibility and was counter to the DLM alternate assessment's original intent.
- Spring assessment only delivers 5 testlets per subject, so students arriving late in the year could not cover the complete blueprint.

Transition to the Updated DLM Alternate Assessment

- After several meetings and discussions, consortium states that use the current testing model decided to transition to two instructionally embedded assessment windows to be consistent with original intent of the DLM system.
- Transition begins in the fall of 2019.

UPDATED DLM ALTERNATE ASSESSMENT

Basics of the Updated DLM Alternate Assessment

- Two equally-long instructionally embedded assessment windows, spanning full academic year
- Both windows have requirements identical to the current Instructionally Embedded Assessment Window.

Underpinnings of Two Instructionally Embedded Assessment Windows

- Assessments are embedded into instruction throughout each window, rather than bunched at the end.
- Assessment results from each testlet inform subsequent instructional decision-making.
- Assessments meet academic needs of students with the most significant cognitive disabilities.

Goals of Two Instructionally Embedded Assessment Windows

- Provide more **accurate representation** of what students with the most significant cognitive disabilities know and can do by measuring their learning as instruction occurs throughout the year
- Support **connections to instructional practices** by spanning full academic year
- Support **teacher flexibility and decision-making** within blueprint requirements for coverage

Goals of Two Instructionally Embedded Assessment Windows (cont.)

- Integrate instruction and assessment to inform one another
- Provide instruction and assessment that align to academic goals for students with the most significant cognitive disabilities

Key Benefits of Two Instructionally Embedded Assessment Windows

- Instruction and assessment occur throughout both windows, spanning the full year.
- Assessment results can inform instructional decision-making rather than merely fulfilling legislative mandate.

Key Benefits (cont.)

- Precision of measurement is increased when students are assessed on the same Essential Elements in each window.
- Students are assessed on the full blueprint in each window, providing more opportunities for them to demonstrate what they know and can do.

COMPARISON OF CURRENT AND UPDATED DLM ALTERNATE ASSESSMENT

WHAT STAYS THE SAME?

Blueprints Stay the Same

- Kansas has updated Blueprints/Record sheets for added clarity.
 - No Essential Elements change for any grade.
 - No requirements in the claims and conceptual areas change.
- Teachers continue to have wide breadth of Essential Elements from which to choose in English language arts and mathematics.

Scoring Model Stays the Same

- All student responses from both windows are included in summative reporting.
- No change will be made to performance level calculations or cut points.
- The structure of Individual Student Score Reports will be the same as in the current DLM alternate assessment.

What Else Remains the Same?

- Test delivery remains in Student Portal.
- The pool of operational testlets stays the same, with coverage for all Essential Elements and linkage levels in each window.
- The average time to complete each testlet remains the same - about 5-15 minutes, depending on the student.

What Else Remains the Same? (cont.)

- Identical to the current Instructionally Embedded Assessment Window: teachers will create instructional plans, selecting Essential Elements and deciding the linkage level.
- Teachers can choose to exceed requirements or retest Essential Elements or linkage levels based on individual student goals.

WHAT IS DIFFERENT?

What Are the Main Differences?

- Two instructionally embedded assessment windows instead of one
- Length of the two windows are about the same, instead of one long and one short
 - The Fall Window will begin in September and end in mid-December.
 - The new Spring Window begins in early February and ends in mid-May.

What's the Impact of Full Blueprint Coverage in the Updated Spring Window?

- A few additional testlets will need to be administered in each grade and subject during the updated spring window
 - Longer spring window provides more time for covering all blueprint requirements
- Teachers can choose to cover the same or different Essential Elements to meet blueprint coverage requirements in each window.

Advantages of Choosing the Same Essential Elements in both windows

- Instruction on each particular Essential Element can be more developed and expanded.
 - More depth of instruction
- Student changes and growth will be more evident.
 - Precision of measurement when students are assessed on the same Essential Element in each window
- The Student Learning Profile will have more data to inform it.

Number of Testlets Comparison

- When comparing the current Spring Assessment Window with the updated DLM Spring Window, very few additional testlets are to be delivered, which will take very little additional time.
- The following slide compares the number of testlets delivered in these two windows.

| Grade | ELA | | | Math | | | Total increase in testlets for <i>both</i> subjects during Updated Spring Window | Total increase in minutes testing for <i>both</i> subjects during Updated Spring Window |
|-------|---|---|--|---|---|--|--|---|
| | Current DLM TOTAL Testlets Both Windows | Updated DLM TOTAL Testlets Both Windows | Total increase in testlets from Current to Updated DLM | Current DLM TOTAL Testlets Both Windows | Updated DLM TOTAL Testlets Both Windows | Total increase in testlets from Current to Updated DLM | | |
| 3 | 12 | 14 | +2 | 11 | 12 | +1 | +3 | ≈15 min |
| 4 | 12 | 14 | +2 | 13 | 16 | +3 | +5 | ≈25 min |
| 5 | 12 | 14 | +2 | 12 | 14 | +2 | +4 | ≈20 min |
| 6 | 12 | 14 | +2 | 11 | 12 | +1 | +3 | ≈15 min |
| 7 | 12 | 14 | +2 | 12 | 14 | +2 | +4 | ≈20 min |
| 8 | 12 | 14 | +2 | 12 | 14 | +2 | +4 | ≈20 min |
| 9 | 10 | 10 | 0 | 11 | 12 | +1 | +1 | ≈5 min |
| 10 | 10 | 10 | 0 | 11 | 12 | +1 | +1 | ≈5 min |
| 11 | 10 | 10 | 0 | 11 | 12 | +1 | +1 | ≈5 min |

Current to Updated DLM Timeframe Comparison

| Current Fall Window | Updated Fall Assessment Window | Current Spring Assessment Window | Updated Spring Assessment Window |
|---|-----------------------------------|----------------------------------|----------------------------------|
| 09/19/2018 – 02/27/2019 System closed for maintenance 12/19/18 – 01/02/19 | 09/09/2019 – 12/20/2019 | 03/11/2019 – 06/07/2019 | 02/03/2020 – 05/15/2020 |
| 106 Weekdays | 75 Weekdays | 65 Weekdays | 76 Weekdays |

- The number of days available for assessment in each window are weekdays only and do not exclude any potential holidays.

What Else is Different?

- Braille testlets will be available in both instructionally embedded assessment windows
 - Both UEB
 - In current DLM alternate assessment, braille is only available in the Spring Assessment Window.

Science Assessments in 2019-2020

- Science testing does not change at this time.
- Science testlet administration is highly recommended during the Fall Window, but optional.
- Teachers choose the science Essential Elements, linkage levels, and schedule the assessments.
- Science testlet administration is required in the Spring Window.
 - System selects the Essential Elements and the linkage level.
 - Nine or are administered.
 - Test administrators choose the schedule.

Data Management for the Updated DLM Alternate Assessments

- The data management requirements are basically the same as previous instructionally embedded assessment windows.
 - However, the opening date of the updated Fall Window is earlier than previous fall window.

2019 Fall Instructionally Embedded Assessment Window

- Before students' instructional plans can be created
 - Student data must be uploaded in Educator Portal by **September 9, 2019.**
 - Required Test Administrator Training must be completed.
DTC and BTC will continue to have access to the facilitated training.
 - First Contact survey must be completed.
 - Personal Needs and Preferences Profile must be completed.

2020 Spring Instructionally Embedded Assessment Window

- Any **new** students to the district must be enrolled and rostered, have First Contact survey submitted and PNP Profile settings selected.
- Students who participated in the Fall Window will be ready for the Spring Window.
- The teacher must create instructional plans in the Spring Window, selecting the Essential Elements and linkage level.
- No other data management needs are required for this window.

Test Monitoring

- Several reports and extracts are available to help district staff monitor instruction and testing progress.
- A new report will help teachers and district staff monitor progress.

THANK YOU!

For more information: www.dynamiclearningmaps.org

For Professional Development:
www.dlmpd.com

Please contact me with any questions.



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